



Geography Progression of Knowledge and Skills

Progression of Knowledge

	EYFS	Year 1	Year 2	Year 3
Locational Knowledge	- To know some vocabulary to describe different bodies of water (sea/ocean, lake, pond, river). - To know that water is represented using blue on a map or globe. - To know the name of the school and where they live. - To know some vocabulary to describe the characteristics of different places (hill, field, building, road, house).	- To know the name of two continents (Europe and Asia). - To know that a continent is a group of countries. - To know that they live in the continent of Europe. - To know that an ocean is a large body of water. - To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean) - To know that the UK is short for 'United Kingdom'. - To know that a country is a land or nation with its own government. - To know that the United Kingdom is made up of four countries and their names - To know the name of the country they live in	- To be able to name the seven continents of the world. - To be able to name the five oceans of the world. - To know that a sea is a body of water that is smaller than an ocean. - To know that there are four bodies of water surrounding the UK and to be able to name them. - To name some characteristics of the four capital cities of the UK. - To know the four capital cities of the UK. - To know that a capital city is the city where a country's government is located.	- To know where North and South America are on a world map. - To know the names of some countries and major cities in Europe and North and South America - To know the names of some of the world's most significant mountain ranges. - To know the names of some of the world's most significant rivers. - To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. - To know that climate zones are areas of the world with similar climates. - To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* - To know that biomes are areas of the world with similar climates, vegetation and animals. - To know the world's biomes. - To know vegetation belts are areas of the world which are home to similar plant species. - To know the name of some counties in the UK (local to your school). - To know the name of some cities in the UK (local to your school). - To know the name of the county that they live in and their closest city. - To begin to name the twelve geographical regions of the UK. - To know the main types of land use.

				• To know some types of settlement. • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.
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Place Knowledge	• To know that places within this country can differ from each other • To know there are similarities and differences between places in this country and other countries.	• Naming some key similarities between their local area and a small area of a contrasting non-European country. • Naming some key differences between their local area and a small area of a contrasting non-European country.	• Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. • Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. • Describing what physical features may occur in a hot place in comparison to a cold place.	• To know the negative effects of living near a volcano. • To know the positive effects of living near a volcano • To know the negative effects an earthquake can have on a community. • To know ways in which communities respond to earthquakes.
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Human and Physical Geography	• To know the terms spring, summer, autumn and winter are used to describe the seasons. • To know some of the key characteristics of each season. • To know that there are four seasons in a year marked by certain weather conditions. • To know some vocabulary to describe different bodies of water (sea/ocean, lake, pond, river). • To know some vocabulary to describe the characteristics of different places (hill, field, building, road, house).	• To know the four seasons of the UK. • To know that 'weather' refers to the conditions outside at a particular time. • To know that different parts of the UK often experience different weather. • To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. • To know that weather conditions can be measured and recorded. • To know that physical features means any feature of an area that is on the Earth naturally. • To know that human features means any feature of an area that was made or built by humans.	• To know that the Equator is an imaginary line around the middle of the Earth. • To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. • To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. • To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. • To know that coasts (and other physical features) change over time. • To know some key physical features of the UK. • To know that a sea is a body of water that is smaller than an ocean. • To know that human features change over time. • To know some key human features of the UK.	• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know the courses and key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know the world's biomes. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones. • To know that climates can influence the foods able to grow. • To know the main types of land use. • To know the different types of settlement. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To know that fair trading is the process of ensuring workers are paid a fair price,
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				have safe working conditions and are treated with respect and equality • To know the UK grows food locally and imports food from other countries.
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Geographical Skills and Fieldwork	• To know that a map is a picture of a place. • To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind). • To know that a place and its features can be represented in a picture.	• To know that an aerial photograph is a photograph taken from the air above. • To know that atlases give information about the world and that a map tells us information about a place. • To know that symbols are often used on maps to represent features. • To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). • To know what a sketch map is. • To know that a compass is an instrument we can use to find which direction is north. • To know which direction is N, S, E, W on a map.	• To know that a globe is a spherical model of the Earth. • To begin to recognise world maps as a flattened globe. • To know that maps need a title and purpose. • To know that maps need a key to explain what the symbols and colours represent. • To know that a tally chart is a way of collecting data quickly. • To know that a pictogram is a chart that uses pictures to show data.	• To understand that a scale shows how much smaller a map is compared to real life. • To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know that grid references help us locate a particular square on a map. • To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know how to use various simple sampling techniques. • To know what a questionnaire and an interview are. • To know that quantitative data involves numerical facts and figures and is often objective. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know a Likert scale is used to record people's feelings and attitudes.
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				- To know that qualitative data involves opinions, thoughts and feelings and is often subjective. - To know what a bar chart, pictogram and table are and when to use which one best to represent data.
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Progression of Skills

	EYFS	Year1	Year 2	Year 3
Locational Knowledge	- Identifying land and water on a map or globe. - Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	- Locating two of the world's seven continents on a world map. - Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. - Showing on a map which continent they live in. - Locating the four countries of the United Kingdom (UK) on a map of this area. - Showing on a map which country they live in and locating its capital city.	- Locating all the world's seven continents on a world map. - Locating the world's five oceans on a world map. - Showing on a map the oceans nearest the continent they live in. - Locating the surrounding seas and oceans of the UK on a map of this area. - Confidently locating the capital cities of the four countries of the UK on a map of this area. - Identifying characteristics (both human and physical) of the four capital cities of the UK. - Showing on a map the city, town or village where they live in relation to their capital city.	- Locating some countries in Europe and North and South America using maps. - Locating some major cities of the countries studied. - Locating key physical features in countries studied including significant environmental regions. - Locating some key human features in countries studied. - Locating the world's most significant mountain ranges on a map and identifying any patterns. - Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. - Locating some of the world's most significant rivers and identifying any patterns. - Locating some counties in the UK (local to your school). - Locating some cities in the UK (local to your school). - Beginning to locate the twelve geographical regions of the UK. - Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.

				- Identifying how topographical features studied have changed over time using examples. - Describing how a locality has changed over time, giving examples of both physical and human features. - Finding the position of the Equator and describing how this impacts our environmental regions. - Finding lines of latitude and longitude on a globe and explaining why these are important. - Identifying the position of the Tropics of Cancer and Capricorn and their significance. - Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. - Identifying the position and significance of both the Arctic and Antarctic Circle.
Place Knowledge	Discussing how environments in stories and images are different to the environment they live in.	- Naming some key similarities between their local area and a small area of a contrasting non-European country. - Naming some key differences between their local area and a small area of a contrasting non-European country.	- Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. - Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. - Describing what physical features may occur in a hot place in comparison to a cold place.	- Describing and beginning to explain similarities between two regions studied. - Describing and beginning to explain differences between two regions studied. - Describing how and why humans have responded in different ways to their local environments. - Discussing climates and their impact on trade, land use and settlement. - Explaining what measures humans have taken in order to adapt to survive in cold places. - Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.

Human and Physical Geography	• Observing weather across the seasons. • Observing and discussing the effect the changing seasons have on the world around them. • Beginning to use the names of the seasons in the correct context. • Making observations about the features of places (in stories, photographs or in the school grounds/local area). • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	• Describing how the weather changes with each season in the UK. • Describing the daily weather patterns in their locality. • Confidently using the vocabulary 'season' and 'weather'. • Recognising some physical features in their locality. • Recognising some human features in their locality.	• Locating some hot and cold areas of the world on a world map. • Locating the Equator and North and South Poles on a world map. • Locating hot and cold areas of the world in relation to the Equator and the North and South poles. • Describing the key physical features of a coast using subject specific vocabulary. • Describing and understanding the differences between a city, town and village. • Describing the key human features of a coastal town using subject specific vocabulary.	• Mapping and labelling the six biomes on a world map. • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples.
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Geographical Skills and Fieldwork	• Ask questions about the world around them. • Commenting on the features they see in their school and school grounds. • Answering simple questions, guided by the teacher. • Drawing some of the features they notice in their school and school grounds. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Beginning to use modelled directional vocabulary when describing features in the surrounding environment. • Recognising features on maps (real or imaginary). • Draw real and imaginary maps.	• Using an atlas to locate the UK. • Using an atlas to locate the four countries in the UK. • Using a world map and globe to locate four of the world's seven continents (Europe and Asia) • Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. • Using directional language to describe the location of objects in the classroom and playground. • Using directional language to describe features on a map in relation to other features (real or imaginary). • Responding to instructions using directional language to follow routes. • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. • Recognising local landmarks on aerial photographs . • Recognising basic human features on aerial photographs. • Recognising basic physical features on aerial photographs. • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. • Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. • Adding labels to sketch maps. • Using simple picture maps and plans to move around the school. • Asking questions about the world around them.	• Recognising why maps need a title. • Using an atlas to locate the four capital cities of the UK. • Using a world map, globe and atlas to locate all the world's seven continents on a world map. • Using a world map, globe and atlas to locate the world's five oceans. • Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. • Using locational language and the compass points (N, S, E, W) to describe the route on a map. • Using a map to follow a prepared route. • Recognising landmarks of a city studied on aerial photographs and plan perspectives. • Recognising human features on aerial photographs and plan perspectives. • Recognising physical features on aerial photographs and plan perspectives. • Drawing a map and using class agreed symbols to make a simple key. • Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. • Finding a given OS symbol on a map with support. • Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). • Using an aerial photograph to draw a simple sketch map using basic symbols for a key. • Recognising there are different ways to answer a question.	• Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Saying which directions are N, S, E, W on an OS map • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Beginning to choose the best approach to answer an enquiry question.
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		• Commenting on the features they see in their school and school grounds on a walk around the respective places. • Asking and answering simple questions about the features of their school and school grounds. • Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. • Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	• Discussing the features they see in the area surrounding their school when on a walk. • Asking and answering simple questions about human and physical features of the area surrounding their school grounds. • Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. • Classifying the features they notice into human and physical with teacher support. • Taking digital photographs of geographical features in the locality. • Making digital audio recordings when interviewing someone. • Presenting data in simple tally charts or pictograms and commenting on what the data shows. • Asking and answering simple questions about data.	• Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Using simple sampling techniques appropriately. • Making digital audio recordings for a specific purpose. • Designing a questionnaire/interview to collect qualitative fieldwork data. • Taking digital photos and labelling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Collecting quantitative data in charts and graphs. • Using a questionnaire/interview to collect qualitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection.
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Progression of Knowledge

	Year 4	Year 5	Year 6
Locational Knowledge	- To know where North and South America are on a world map. - To know the names of some countries and major cities in Europe and North and South America. - To know the names of some of the world's most significant mountain ranges. - To know the names of some of the world's most significant rivers. - To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. - To know that climate zones are areas of the world with similar climates. - To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* - To know that biomes are areas of the world with similar climates, vegetation and animals. - To know the world's biomes. - To know vegetation belts are areas of the world which are home to similar plant species. - To know the name of some counties in the UK (local to your school). - To know the name of some cities in the UK (local to your school). - To know the name of the county that they live in and their closest city. - To begin to name the twelve geographical regions of the UK. - To know the main types of land use. - To know some types of settlement. - To know that countries near the Equator have less seasonal change than those near the poles. - To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.	- To know the name of many countries and major cities in Europe and North and South America. - To know the location of key physical features in countries studied. - To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland). - To know the name of many counties in the UK. - To know the name of many cities in the UK. - To confidently name the twelve geographical regions of the UK. - To know that London and the South East regions have the largest population in the UK. - To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.	

	• To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other • To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	
Place Knowledge	• To know some similarities and differences between the UK and a European mountain region. • To know why tourists visit mountain regions.	

Human and Physical Geography

- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.
- To know the courses and key features of a river.
- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
- To know the world's biomes.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know that climate zones are areas of the world with similar climates.
- To know the world's different climate zones.
- To know that climates can influence the foods able to grow.
- To know the main types of land use.
- To know the different types of settlement.
- To know water is used by humans in a variety of ways.
- To know an urban place is somewhere near a town or city.
- To know a rural place is somewhere near the countryside.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know the threats to the rainforest both on a local and global scale.
- To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.
- To know the UK grows food locally and imports food from other countries.
- To know vegetation belts are areas of the world that are home to similar plant species.
- To name and describe some of the world's vegetation belts.
- To know why the ocean is important.
- To know which factors are considered before people build settlements.
- To know that natural resources can be used to make energy.
- To know some positive impacts of humans on the environment.
- To know some negative impacts of humans on the environment.

	• To understand that a scale shows how much smaller a map is compared to real life. • To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know that grid references help us locate a particular square on a map. • To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know how to use various simple sampling techniques. • To know what a questionnaire and an interview are. • To know that quantitative data involves numerical facts and figures and is often objective. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know a Likert scale is used to record people's feelings and attitudes. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.	• To know that contours on a map show height and slope • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To know a line graph can represent variables over time. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.
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Geographical Skills and Fieldwork

- To understand that a scale shows how much smaller a map is compared to real life.
- To recognise world maps as a flattened globe.
- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
- To know that an OS map shows human and physical features as symbols.
- To know that grid references help us locate a particular square on a map.
- To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.
- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).
- To know an enquiry-based question has an open-ended answer found by research.
- To know how to use various simple sampling techniques.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
- To know a Likert scale is used to record people's feelings and attitudes.
- To know that qualitative data involves opinions, thoughts and feelings and is often subjective.
- To know what a bar chart, pictogram and table are and when to use which one best to represent data.
- To know that contours on a map show height and slope.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To know that a pie chart can represent a fraction or percentage of a whole set of data.
- To know a line graph can represent variables over time.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Progression of Skills

	Year 4	Year 5	Year 6
Locational Knowledge	• Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Locating the world's most significant mountain ranges on a map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Locating some of the world's most significant rivers and identifying any patterns. • Locating some counties in the UK (local to your school). • Locating some cities in the UK (local to your school). • Beginning to locate the twelve geographical regions of the UK. • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance.	• Locating some countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. • Locating counties in the UK. • Locating many cities in the UK • Locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features • Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe.	

	- Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. - Identifying the position and significance of both the Arctic and Antarctic Circle.	
Place Knowledge	- Describing and beginning to explain similarities between two regions studied. - Describing and beginning to explain differences between two regions studied. - Describing how and why humans have responded in different ways to their local environments. - Discussing climates and their impact on trade, land use and settlement. - Explaining what measures humans have taken in order to adapt to survive in cold places. - Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	- Describing and explaining similarities between two environmental regions studied. - Describing and explaining differences between two environmental regions studied. - Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. - Understanding how climates impact on trade, land use and settlement. - Explaining how humans have used desert environments. - Using maps to explore wider global trading routes.

Human and Physical Geography

- Mapping and labelling the six biomes on a world map.
- Understanding some of the causes of climate change.
- Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.
- Describing where volcanoes, earthquakes and mountains are located globally.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Describing how humans use water in a variety of ways.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.
- Explaining why people might prefer to live in an urban or rural place.
- Describing how humans can impact the environment both positively and negatively, using examples.

- Describing and understanding the key aspects of the six biomes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change
- Describing and understanding economic activity, including trade links.
- Understanding the distribution of natural resources both globally and within a specific region or country studied.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.

Geographical Skills and Fieldwork

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| <ul style="list-style-type: none"> • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy • Saying which directions are N, S, E, W on an OS map. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. | <ul style="list-style-type: none"> • Confidently using and understanding maps at more than one scale • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Using the scale bar on a map to calculate distances. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Using models and maps to talk about contours and slopes. • Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using four and six-figure grid references to locate features on a map in regions studied. • Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map. • Identifying the eight compass points on an OS map. • Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. • Developing their own enquiry questions. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets. • Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews/questionnaires to collect qualitative data. • Interpreting and using real-time/live data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this. |
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	• Using simple sampling techniques appropriately. • Making digital audio recordings for a specific purpose. • Designing a questionnaire/interview to collect qualitative fieldwork data. • Taking digital photos and labelling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Collecting quantitative data in charts and graphs. • Using a questionnaire/interview to collect qualitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection. •	• Analysing quantitative data in pie charts, line graphs and graphs with two variables.
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